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ABSTRACT

Assisting committed counselors to improve the learning environments in their schools by reducing disruption is the aim of this monograph. After school disruption is defined as "anything that seriously disrupts the education of the students," four general types of programs are described: (1) security systems; (2) counseling services; (3) curriculum/instructional programs; and (4) organizational modifications. Specific examples of five programs used in a variety of settings, suggestions from counselors "on the firing line," an illustration of an action plan, and a list of references including professional associations and agencies, books, journals, and ERIC documents are also provided. (Author)

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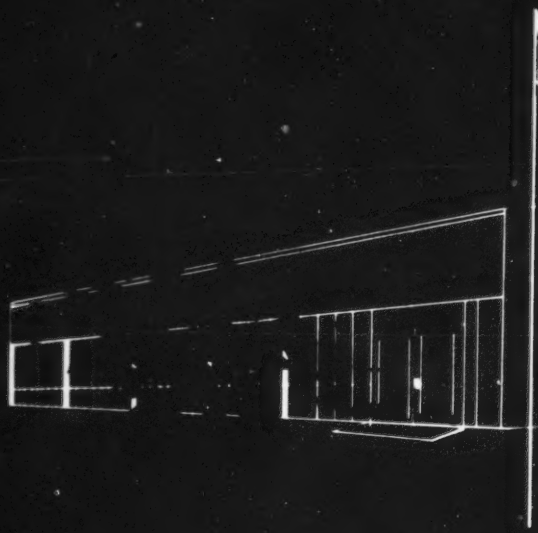

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SCHOOL DISRUPTION:

Counselors Can Make a Difference

by
Michael D. Marvin

Series Editors: Garry R. Walz and Libby Benjamin

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The University of Michigan
Ann Arbor, Michigan

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ABOUT THE AUTHOR

Michael D. Marvin directed the Research for Better Schools project funded by the Office of Juvenile Justice and Delinquency Prevention, which focused upon alternative ways of providing technical assistance to reduce violence in schools. He coordinated activities with nine national educational associations; Law Enforcement Assistance Administration staff; and hundreds of school, community, political, law enforcement, student, and parent representatives. The final report on school violence received wide dissemination and national coverage in the news media. Mr. Marvin has made major presentations on this topic to such audiences as the Kansas Governor's Conference, the National Association of Secondary School Principals Summer Institute, the Oklahoma School Superintendents Conference, and the Georgia State Legislature.

Mr. Marvin has also supervised the development of training materials for school district staffs in curriculum planning and evaluation. He has directed remedial mathematics and reading performance programs for elementary school children, taught school, and developed computer programs for the Apollo space program. Presently, Mr. Marvin is working as a private consultant from a small farm in upstate New York for the Office of Education, U.S. Army, and State Education Departments in the area of educational improvement and program development.

ACKNOWLEDGEMENTS

I come from a diverse blue and white collar family with a strong educational tradition. Aunts, uncles, cousins, grandmothers, and sisters have selected teaching as their profession. Rather than have this monograph critiqued by politicians or high ranking officials, I asked two counselors, each with over 20 years of experience, to tear it apart. I would like to say that this monograph satisfies most of their criticisms, but there are a few areas where I just don't own the information that they requested. They did indicate that even with these shortcomings it was a valuable document for themselves and their peers.

I would like to thank

Aunt Mary Letts

and

Great Aunt Marion Chapplear

and the hundreds of educators all across the country for their help in producing this monograph.

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SCHOOL DISRUPTION: COUNSELORS CAN MAKE A DIFFERENCE

Michael D. Marvin

In this monograph the author calls upon his wide experience and research in the field of school disruption to present to school counselors alternative ways of dealing with disruptive students and improving the learning environment in the schools. Beginning with a definition of the problem, he describes four general types of programs, presents five specific examples of programs used in varying settings, offers suggestions gleaned from persons "on the firing line," illustrates a concrete plan of action, and concludes with a list of references which interested readers may consult for more in-depth coverage of the information presented in the paper.

- Crime is perceived as the number one problem in most communities.

- Educational associations such as those for teachers, principals, and school security directors have been trying to sensitize the country to the problem of violence in the schools for years. Why? Because their constituencies see and feel the effects of the problem first.

- Parents have listed discipline as the number one problem in schools for almost ten years.

Reams of reports are produced that deal with various aspects of school disruption. How much it "really" costs, what are the characteristics of the violent child, what is vandalism. Most of the research has been undertaken to study the "big picture" of school crime or to get a better

understanding of its "root causes." Few studies have dealt with the potential outcomes from the use of various approaches. Counselors don't need to be convinced that a problem exists--they see many problems every day of the year. As practitioners they are left to create solutions as best they can.

Two basic assumptions create a foundation for this monograph:

1. The problem of school disruption varies in nature and extent from school to school and from time to time.

2. Because problems are unique to the setting, solutions must be adapted to each school by individuals knowledgeable about the school.

The purpose of this monograph is to assist committed counselors to improve the learning environment in their schools by reducing disruption.

The Problem of Problem Definition

Many people are trapped almost before they begin in the pit of problem definition. The police and school security personnel have for years been trying to develop helpful categories just to identify and classify incidents. These incident reports are for keeping score and do not deal with the complexities of cause. But even at this level there are major difficulties. When is an incident an assault and when is it a theft? If a ball goes through a window, is that vandalism or accidental damage? If a student gives his lunch money to another student, is that extortion or a business transaction? When parents tell a teacher to "let up" on their child or else, is that a threat or just parents

protecting the child from a situation in which the child is helpless? It is important to keep records of incidents, but they are only a crude barometer of the total pressurized situation. The perceptions of individuals in and around the schools can be as valid a measure of what is happening as the more "objective" incident reports.

School disruption is a vague description that can be interpreted in many ways. Terms such as school violence, vandalism, crime, discipline, and disruption are often used interchangeably. For the purposes of this monograph, this concept is defined simply as "anything that seriously disrupts the education of the students." Such a broad definition allows for inclusion of a number of behaviors such as riots, confrontation between students and staff, disorderly conduct by intruders, and even fear itself. More precise definition of the problem requires that it be restricted in several ways:

1. By place
   - on school property (i.e., buildings, grounds, buses, etc.)
   - in corridors to and from school
   - in the community served by school
2. By type of school
   - public, private
   - elementary, middle, secondary, entire system
3. By type of incident
   - offenses against person(s) (i.e., homicide, rape, robbery, assault)

- offense against property (i.e., burglary, arson, vandalism)

4. By time
   - during school hours
   - before or after school
   - year-round

The only useful definition of the problem is the one developed for your own location. Understanding and agreement on what constitutes the problem by all concerned is more important than the words chosen to express that understanding. I have seen schools where the staff and administration maintain that they have no serious problems at their school, while at the same time they acknowledge that petty thefts (e.g., of tennis shoes) are too numerous to report, weapons are not uncommon, teachers are required to leave the building when classes are over, guards monitor the halls, and no evening events are scheduled at the school. To another school, an epidemic of spitting was perceived as a threat to the whole fiber of its educational system.

The following are some of the more common "reasons" for school violence, as reported to me over the last three years by educators, parents, and students across the country:

- "The school is just a microcosm of society."
- "Drugs."
- "Alcohol."
- "Parents are too permissive or just don't give a damn."

However the problem is defined by those who are concerned, it is important that it be defined so that plans can be made to resolve it.

Examples of Attempts to Reduce School Disruption

In my research in school crime, I talked with Deans of Schools of Education, criminologists, lawyers, national figures. The people who provided the most useful suggestions for what to do about the problem of school disruption were the people that had to face the problem every day and develop ways of combatting it. It is some of their ideas that I wish to share with you. Reduction of school disruption is an art, not a science; thus, examples are presented rather than theories.

Literally hundreds of approaches are being tried. In this monograph I have outlined four basic categories of programs, with a few examples to suggest the breadth among them. Five programs are then discussed in greater detail. These five were selected because they are appropriate for initiation by counselors. Some attempt has been made to illustrate the variety of situations which encourage action. It may be noted that several of the programs require no additional funds.

Four Types of Programs to Combat School Disruption

Security Systems

One group of programs uses security systems to protect staff and students from outsiders; to protect staff and students from violence

within the school; and to protect the physical facilities from vandalism, burglary, and arson. These systems tend to encompass a broad range of approaches, as illustrated by the following examples:

1. A safety corridor provides access to school on one protected street for all students.

2. Teams of students (one black and one white) with leadership skills patrol the halls during their free time.

3. After school hours, trained college students in a security center monitor signals from various crime-detection devices located in 25 schools.

4. Police assigned to patrol schools are given office space where they can counsel students referred to them.

5. At night, a K-9 (attack dogs) unit is used to reduce burglaries and vandalism.

6. After a murder, one school implemented a security plan featuring I.D. cards, teachers on hall duty, bright lighting, a fence, police, and an electronic monitoring system for detecting hidden weapons. Free periods and smoking areas were eliminated.

7. An intrusion alarm system is installed to reduce vandalism and burglary after school hours.

8. A personal alarm system is used to protect school staff and students.

9. Retired police or military personnel are hired to patrol the halls and restrooms.

Counseling Services

Another group of programs intensifies counseling services to students in trouble. These programs frequently coordinate school counseling services with those provided by other community agencies to youths and their families, as illustrated by the following examples:

1. Weekly group counseling with gang members is followed up by individual counseling.

2. A counseling center tries to return children to school instead of having them stand trial for minor offenses by coordinating help from various agencies for students.

3. Disruptive students are sent from class to a trained counselor for a cooling-off period and to clarify their problems.

4. Street workers, often times counselors, seek out students with problems and counsel them wherever they are found.

5. For a 10-week period, 15 children discuss drugs, parents, peers, and their lives with a trained counselor.

Curricular/Instructional Programs

Another group of programs helps students in trouble to acquire critical skills (e.g., basic reading and mathematics, personal management, or conflict resolution) through specialized curricular or instructional programs. Some schools also develop general courses on law and law enforcement to make sure that students understand the potential consequences of violent or disruptive behavior. Here are five examples:

1. A training program helps teachers encourage students to accept responsibility for their personal actions.

2. Students are trained in security careers and given on-the-job experience within the school district.

3. Mini-courses featuring a wide variety of student-selected topics are used instead of study halls to increase student interest and reduce disruption.

4. High school students are taught topics in criminal law and take field trips to meet people working in the criminal justice system.

5. An internship program at a university trains teachers who specialize in teaching basic skills while using crisis intervention techniques to help students keep out of trouble.

Organizational Modifications

Finally, another group of programs is designed to modify the structure of education in a classroom or school to make it more responsive or, at a minimum, to provide special educational programs for disruptive students. Examples of this type of program are illustrated below.

1. To reduce racial tension, a school is divided into five independent communities.

2. A nongraded alternative school is developed which stresses basic skills, career education, and parental involvement.

3. Students in trouble may sign contracts to have their privileges returned if they fulfill the terms of the contract over a period of time.

4. After some disturbances, a school institutes a review board to give students an opportunity to appeal disciplinary actions.

Five Approaches to Reducing School Disruption

The following pages present five examples of specific programs used in a variety of settings. The first three were developed for individual schools; the last two involve more than one school. Section I of each description provides demographic data about the district and broad information about the program. Section II describes the program in detail, including background, strategies used, outcomes, and factors critical to its use. The program descriptions are based on interviews with the staff involved in developing and running the programs. Unfortunately, there are almost no evaluative data, but this is understandable since those busy doing this have no time to write. The following programs were the ones selected as illustrations of what is presently being done in various settings to reduce school violence:

1. Contracting with Disruptive High School Students (Rural School)
2. Disciplinary Review Board (Small Urban School)
3. Problem-Solving Shop for Disruptive High School Students (Urban School)
4. Student-Parent-Teacher Counseling Focusing on In-House Patterns of Behavior (Rural District)
5. Coordination of Police, School, Juvenile Court, and Social Worker Counseling Services (Urban District)

1. Contracting With Disruptive High School Students
(Rural School)

I. SPECIFICATIONS

Type of Project:

___ Security System
___ Counseling Service
___ Curricular/Instructional Program
_X_ Organizational Modification
___ Other:

Level of Activity:

___ Classroom
_X_ Building
___ District

Grade(s) Involved:

___ K ___ 5 _X_ 10
___ 1 ___ 6 _X_ 11
___ 2 ___ 7 _X_ 12
___ 3 ___ 8 ___ Other:
___ 4 _X_ 9

Size of School District:

___ 1-1,000
_X_ 1,000-10,000
___ 10,000-25,000
___ 25,000-100,000
___ 100,000+

Number of Students Involved:

___ Less than 40
___ 40-100
_X_ 100-500
___ 500-1,000
___ 1,000-5,000
___ More than 5,000

Stage of Development:

___ Idea/Planning
_X_ In Operation
___ less than 1 year
_1_ year(s)
___ Discontinued after
___ year(s)

Type of Community:

_20_ % Urban
___ % Suburban
_80_ % Rural

SocioEconomic Status:

_20_ % High
_30_ % Middle
_50_ % Low

Target Audience:

___ Total student body
_X_ Disruptive students

SocioEconomic Status:

_5_ % High
_20_ % Middle
_75_ % Low

Start-Up Time Required:
(assuming funds available and approved)

___ Less than 1 month
_X_ Less than 3 months
___ Less than 6 months
___ Less than 1 year
___ More than 1 year

What is Required in Terms Of:

Staff (numbers):

___ Counselor(s)
___ Teacher(s)
_1*_ Administrator(s)
___ Community Worker(s)
___ Aide(s)
___ Other:

Facilities/Ingredients beyond the traditional resources:

*Vice Principal in charge of discipline

II. RATIONALE - METHODOLOGY - EFFECTIVENESS

A. Purpose and background

When a high school outside a large south-central city was reopened following a violent incident, the new principal and conflict-resolution consultants felt that a new disciplinary system was needed for students. Before this incident, students disrupting classes were either admonished informally by the teacher or principal, or suspended or expelled from the school. Suspended students were unsupervised and often returned to the school to cause more problems.

The new system was intended to supervise suspended students and those students receiving cursory admonishment.

B. Strategy employed

The new system centers on behavioral contracts. There are two kinds of contracts for nonsuspended students and two kinds of contracts for suspended students.

The nonsuspended student can sign a contract placing him/her on probation while remaining in school. The student must follow certain rules of behavior determined by the teachers and the principal. The first kind of probationary contract is a short-term contract of up to two weeks. Certain privileges are lost. For instance, free periods are replaced by supervised work in academics. When the student fulfills the terms of the contract, privileges are reinstated. The second kind of probationary contract lasts from four to five weeks and curtails fewer privileges. In this instance, free periods are still available, as well as participation in athletics (in which a student was involved prior to the probation) and other events. Both contracts prescribe the behavior to be followed in classes that the student continues to attend. In both instances, the student, teacher, and principal write up the contract, which is then signed by the student and the student's parents. When the terms of the contract are met, the student is removed from probation. If students fail to meet the terms of either contract, they can be suspended.

A suspended student can choose a contract for a one-day period in which he works at the school, painting, cleaning, etc. Students returning to class must follow the probationary terms included in the suspension contract, such as loss of privileges over a period of time and rules of behavior for the classroom. A student can also choose a three-day suspension in a detention room with neither academic nor physical work to do. After reinstatement, students must follow the probationary terms included in the contract. Parents as well as students must sign these suspension contracts.

Probation and suspension contracts set clear behavioral goals which both students and parents can agree to. Students know specifically what is required of them. Students are kept in school under supervision. The contracts are punitive. Before this experiment, an in-school suspension room for offenders had offered individualized counseling and work. According to the principal, students disrupted classes in order to receive this extra attention. The behavioral contracts are designed to discourage this.

C. Description of daily activities

Nonsuspended students fulfilling probation contracts do normal classwork in regular classes. They are under the contract constraint of model behavior. Often they have extra work to do during their free time. This work is designed to further their own academic studies.

Initially, daily activities for suspended students vary according to the two kinds of contracts. The one-day work assignment contract calls for specific work to be completed under the supervision of the building-and-grounds personnel. The second contract requires students to remain in a detention room for three days. Both contracts require good behavior during a probation period. The probation period has the same constraints and duties as the nonsuspension contracts.

D. Evidence of usefulness

In the six months since the behavioral contracts were instituted suspensions have dropped from twelve a day to three a day, and disruptions occur less frequently.

The conflict-resolution consultant interviewed seven teachers in the school during their free time to discuss their opinions of the program. All felt that it reinforced good behavior in students who were still in their classes under probationary terms. All felt it encouraged students to remain in school and to do better work.

By choosing the one-day-work suspension contract and avoiding the three-day suspension contract, suspended students have shown that they are willing to do meaningful work to improve their position in school. Only one student out of about ninety chose the three-day suspension contract.

E. Critical factors:

1. What were the most important factors in getting project started?

   None recorded.

2. What are most important factors contributing to success?

   Teachers must consider the contract a valuable alternative for students. The contracts require teachers to monitor and assess student work and behavior. Students, too, have to see the value of staying in school and demonstrating better behavior.

3. What obstacles, problems, pitfalls did you encounter?

   Care had to be taken to avoid making the behavioral contract attractive to disruptive students. The idea was to discourage students from having to choose any contract. Parent signatures on the contract helped in this regard, as did the punitive nature of the work and the rules of behavior required by the contract. Important, too, was follow-up, to see that students actually lived up to the contract.

F. How funded?

No special funding was needed.

2. Disciplinary Review Board
(Small Urban School)

I. SPECIFICATIONS

Type of Project:

___ Security System
___ Counseling Service
___ Curricular/Instructional Program
_x_ Organizational Modification
___ Other:

Level of Activity:

___ Classroom
_x_ Building
___ District

Grade(s) Involved:

___ K ___ 5 _x_ 10
___ 1 ___ 6 _x_ 11
___ 2 ___ 7 _x_ 12
___ 3 ___ 8 ___ Other:
___ 4 _x_ 9

Size of School District:

___ 1-1,000
_x_ 1,000-10,000
___ 10,000-25,000
___ 25,000-100,000
___ 100,000+

Number of Students Involved:

(undetermined)
___ Less than 40
___ 40-100
___ 100-500
___ 500-1,000
___ 1,000-5,000
___ More than 5,000

Stage of Development:

___ Idea/Planning
_x_ In Operation
___ less than 1 year
_3_ year(s)
___ Discontinued after
___ year(s)

Type of Community:

_60_ % Urban
_25_ % Suburban
_15_ % Rural

SocioEconomic Status:

_25_ % High
_45_ % Middle
_30_ % Low

Target Audience:

___ Total student body
_x_ Disruptive students

SocioEconomic Status:

_25_ % High
_45_ % Middle
_30_ % Low

Start-Up Time Required:
(assuming funds available and approved)

___ Less than 1 month
_x_ Less than 3 months
___ Less than 6 months
___ Less than 1 year
___ More than 1 year

What is Required in Terms Of:

Staff (numbers):

___ Counselor(s)
_1_ Teacher(s)
___ Administrator(s)
___ Community Worker(s)
___ Aide(s)
___ Other:

Facilities/Ingredients beyond the traditional resources:

Auditorium for meetings.

II. RATIONALE - METHODOLOGY - EFFECTIVENESS

A. Purpose and background

After three years of racial disturbance in a southern town's high school, the school instituted a disciplinary review board to provide an appeals forum for students who felt they had been unfairly disciplined.

B. Strategy employed

The board hears the appeals of any students who believe that they have been unfairly suspended. The board is composed of three students, three parents, and three teachers, all chosen at random. The dean of students selects names randomly from lists of students, parents, and teachers, similar to the way names are selected for a regular jury. There is a different review board for each appealing student.

The board holds the power to uphold or overturn any student's punishment and needs only a simple majority to reach a decision. The hearing resembles a courtroom trial: Witnesses are called to provide testimony and may be cross-examined. Students appealing cases may select any teacher to act as their defense attorney if they can afford one. Administrators have taken a number of steps to ensure that the hearing follows legal procedures:

1. Appealing students may not be forced to testify against themselves.

2. Letters announcing the place and time of the hearing are delivered directly to parents and involved students. Parents must sign for these letters.

3. A volunteer member of the local bar association attends each hearing to ensure that all parties follow the necessary legal guidelines.

4. Each hearing is taped in case the student wishes to appeal the appeals-board decision to the county school board.

C. Description of daily activities

When a student decides to appeal a suspension, the dean of students selects at random three people from each list of parents, teachers, and students. The dean then makes certain that each selected person will be available for the hearing, usually held immediately after school in the school auditorium. If someone is not available, the next name on the list is selected. No students or faculty have refused to serve, though a number of parents have refused. No one is excluded

from the list, even if the individual has some knowledge of the incident. Sessions rarely last for more than 90 minutes. Each year the faculty chooses a different ed on legal procedures and responsibilities by the This advisor is brief principals, school-board attorney, and a volunteer school deans, school r. The advisor, in turn, briefs review-board bar-association membe edures and responsibilities for approximately 30 members on legal proc art of each hearing. minutes before the st

D. Evidence of usefulnes[s]

Disturbances caused b y large groups at the school have been eliminated. Individual discipline problems have not increased.

E. Critical factors:

1. What were most im portant factors in getting project started?

Students' respect for traditional school authority was decreasing. Many disciplined students felt that they had received unfair treatment but cou ld complain to no one.

2. What are most imp ortant factors contributing to success?

Students now real ize that they can use review board.

3. What obstacles, p roblems, pitfalls did you encounter?

The preparation o f setting up a review board is time-consuming; the dean of stude nts needs a number of days to select the members of the board, to notify the participants in the case, and to select a day for the hea ring. Parents frequently will not serve on the review board.

F. How funded?

No extra funding was necessary.

3. Problem-Solving Shop for Disruptive High School Students

I. SPECIFICATIONS

Type of Project:

___ Security System
X Counseling Service
___ Curricular/Instructional Program
___ Organizational Modification
___ Other:

Level of Activity:

___ Classroom
X Building
___ District

Grade(s) Involved:

___ K ___ 5 X 10
___ 1 ___ 6 X 11
___ 2 ___ 7 X 12
___ 3 ___ 8 ___ Other:
___ 4 X 9

Size of School District:

___ 1-1,000
___ 1,000-10,000
___ 10,000-25,000
X 25,000-100,000
___ 100,000+

Number of Students Involved:

___ Less than 40
___ 40-100
X 100-500
___ 500-1,000
___ 1,000-5,000
___ More than 5,000

Stage of Development:

___ Idea/Planning
___ In Operation
___ less than 1 year
___ year(s)
X Discontinued after
5 year(s)

Type of Community:

100 % Urban
___ % Suburban
___ % Rural

SocioEconomic Status:

___ % High
40 % Middle
60 % Low

Target Audience:

___ Total student body
X Disruptive students

SocioEconomic Status:

___ % High
___ % Middle
100 % Low

Start-Up Time Required: (assuming funds available and approved)

___ Less than 1 month
___ Less than 3 months
___ Less than 6 months
X Less than 1 year
___ More than 1 year

What is Required in Terms Of:

Staff (numbers):

2 Counselor(s)
___ Teacher(s)
2 Administrator(s)
___ Community Worker(s)
___ Aide(s)
___ Other:

Facilities/Ingredients beyond the traditional resources:

Classroom space, classroom furniture.

Cooperation from classroom teachers, administrators, and parents.

A. Purpose and background

The goal of this program, located in a basement room of a large midwestern high school, was to modify the negative behavior of students referred there. Any student who demonstrated poor self-control (such as fighting, defacing property, disrespecting a teacher, continuous profane/obscene language, or frequent tardiness to class or school) could be referred to the program.

B. Strategy employed

In this sparsely furnished room, students spend from one class period to ten days working with program personnel to solve problems, rather than deal with symptoms. The methods used in this program include rap sessions, student-teacher conferences, student-parent conferences, value clarification techniques (role playing, magic circle), and reality therapy (helping the student to deal realistically with problems).

C. Description of daily activities

When a problem occurs, the teacher completes a referral form describing the problem and stating the length of time for referral. On arrival at the program room, the student signs in and receives a copy of the rules. Each student completes a class schedule card, then talks over possible reasons for the misbehavior with program personnel. A student being referred one day or less would then have a conference with the teacher involved in the referral to get suggestions for alleviating the problem, and then return to class. The original referral form, explaining activities used during the student's referral period and containing suggestions to aid the student during class, is returned to the teacher.

If the student has been referred to the program for more than one day, a student aide goes to the regular classes to get assignments. Depending on the nature of the referral, a parent conference, the completion of a student service questionnaire, and group sessions involving students with similar problems might be used to help. At the end of the referral time, the student is sent back to class, with a diagnosis of the problem and several suggestions that can be tried. A student may come to the program any time the need is felt, such as a student who comes to school upset and unable to function in class. Administrators may also refer students who have been fighting in halls or defacing property.

of students are referred during specific classes and/or by a specific teacher, the guidance worker may conduct a group session in the classroom involving the entire class.

D. Evidence of usefulness

In 1973-74, the program handled 619 cases involving 414 different students. According to the evaluation of 319 cases by faculty members, the shop was considered to be helpful in modifying the behavior of 83% of the students. The suspension and expulsion rates at the high school have been reduced considerably since the introduction of this program.

	Expulsions	Suspensions
1969-1970	280	433
1970-1971		536
(Shop in operation)		
1971-1972	35	282
1972-1973	19	279
1973-1974	27	212

E. Critical factors:

1. What were most important factors in getting project started?

   The program was started because of the continuing rise in the rates of dropout, expulsion and suspension in the schools.

2. What are most important factors contributing to success?

   Cooperation and communication must be present among classroom teachers, administrators, parents, and program personnel.

3. What obstacles, problems, pitfalls did you encounter?

   The funding for the project of which this program was a part was terminated. The impending closing of the high school due to a desegregation plan submitted by the school board also caused problems. Also, the emphasis on this project at the expense of subsidiary programs was an obstacle.

F. How funded?

This program was funded for five years under Title VIII.

4. Student-Parent-Teacher Counseling Focusing on In-Home Patterns of Behavior (Rural District)

I. SPECIFICATIONS

Type of Project:

___ Security System
_x_ Counseling Service
___ Curricular/Instructional Program
___ Organizational Modification
___ Other:

Level of Activity:

___ Classroom
___ Building
_x_ District

Grade(s) Involved:

_x_ K _x_ 5 ___ 10
_x_ 1 _x_ 6 ___ 11
_x_ 2 _x_ 7 ___ 12
_x_ 3 _x_ 8 ___ Other:
_x_ 4 _x_ 9

Size of School District:

___ 1-1,000
___ 1,000-10,000
_x_ 10,000-25,000
___ 25,000-100,000
___ 100,000+

Number of Students Involved:

___ Less than 40
___ 40-100
___ 100-500
___ 500-1,000
_x_ 1,000-5,000
___ More than 5,000

Stage of Development:

___ Idea/Planning
_x_ In Operation
___ less than 1 year
_2_ year(s)
___ Discontinued after
___ year(s)

Type of Community:

_20_ % Urban
___ % Suburban
_80_ % Rural

SocioEconomic Status:

_10_ % High
_50_ % Middle
_40_ % Low

Target Audience:

___ Total student body
_x_ Disruptive students

SocioEconomic Status:

___ % High
_30_ % Middle
_70_ % Low

Start-Up Time Required: (assuming funds available and approved)

___ Less than 1 month
_x_ Less than 3 months
___ Less than 6 months
___ Less than 1 year
___ More than 1 year

What is Required in Terms Of:

Staff (numbers):

_2_ Counselor(s)
___ Teacher(s)
_1_ Administrator(s)
___ Community Worker(s)
___ Aide(s)
___ Other:

Facilities/Ingredients beyond the traditional resources:

II. RATIONALE - METHODOLOGY - EFFECTIVENESS

A. Purpose and background

An urban district in the eastern region of the country began a counseling program for parents, students, and teachers based on Adlerian concepts of family communication. Disruptive students were seen as needing behavioral modification, and parents necessarily had to participate if the modification was to be successful.

B. Strategy employed

Three counselors are assigned to the family-communications project. Two work in the schools (elementary and junior high) and also make home visits. A third counselor is responsible for liaison work between public and private social agencies in the community and heads a family-education center for the district.

The work of the two school counselors includes group counseling for children, teacher training in Adlerian concepts of communication, and parent training.

The teacher training, 10 to 15 hours of in-service, covers the basic Adlerian conception of child motivation: attention-getting behavior, power-oriented behavior, revenge-oriented behavior, and withdrawal behavior. The teacher is aided in seeing these behaviors in the child through role-playing examples. Strategies for helping a child relate in a responsible and balanced manner are shown to the teacher. The teacher also learns how to recognize in him/herself these four forms of response to situations (attention-, power-, revenge-, and withdrawal-oriented). Case studies of children are discussed with teachers in order to enable them to understand the total family system of communication which leads to the classroom expression of behavior.

Topics such as the classroom clown or the nonachiever allow teachers to share their existing perceptions on how to deal with children in the class. The counselor points out how existing methods follow Adlerian guidelines and how existing methods may not be helpful because of failure to deal properly with the nature of the child's communication.

Children's group counseling is done in groups of 20 students, meeting once a week for about 45 minutes. Children are helped to identify their life style. The concepts of attention-, power-, revenge-, and withdrawal-oriented behavior are discussed with them. They are helped to see how their way of relating at home is carried over into their school life with teachers and peers. The need for self-recognition

and change of behavior is stressed. Pro-social behavior is demonstrated through role-playing alternative choices in typical situations children experience in school and at home. The alternative choices are ways of relating that avoid the excesses of the four Adlerian syndromes of child motivation.

Vocational goals are discussed in the group, more with the junior high school students than with the elementary school students. Positive, purposive behavior blends into the consideration of vocational goals. Students are also taught etiquette and good manners in general as part of these groups. The counselor points out that good manners provide alternatives to manipulation in social situations.

Group counseling in the school is used with children who have misbehaved sufficiently to be designated by the assistant principal as needing counseling. Particularly difficult children are earmarked for family follow-up.

Family counseling is done with parents of students who have marked problems. Family counseling occurs in the evening, with a volunteer counselor. It takes two forms: Either the family is seen individually for several hours during an evening, or the family members participate in a parent study group which meets one evening every two weeks during the school year. A family can choose to participate both in the individual counseling and the parent study group. Parents are taught the basic principles of Adlerian psychology as they relate to child behavior. The counselor seeks to demonstrate to them their own behavior with the child, and how that behavior helps or hinders the child's responses to society (in the school). Strategies for helping the child to modify behavior are shown to the parent.

The counselor reports that work with parents of junior high school children is often more difficult than with parents of younger children. Older children often have not spoken with parents for several months. Family counseling in the normal sense, with the child participating, is impossible. Such families are often referred to public or private agencies for long-term counseling.

Individual parent meetings in the home usually include the child. The counselor introduces the ideas of family communication patterns and then points out the behavior patterns the child has exhibited in school. The counselor seeks to establish what family patterns exist in the home through questioning and by asking the family to role play typical situations that occur. Advice is then given by the counselor on behaviors the parent can apply to help the child change at home and in school.

C. Description of daily activities

The activities of group counseling with students include role playing typical situations, with the counselor pointing out anti-social and pro-social behaviors. The counselor will model positive behaviors in certain situations with the children, using etiquette training to help students with simple behaviors in public places and to further cooperation in other areas.

Teachers are helped to recognize how their own classroom leadership helps or hinders pro-social behavior in students. Role playing by teachers with the help of the counselor helps them to see how their classroom leadership is effective or ineffective. The teachers as a group help each other appreciate what they are already doing right in the classroom, and the counselor shows them the Adlerian theory behind already-existing successful classroom practices. Teachers are made more sensitive in these groups to their own behavior patterns, and thus they can be more effective in dealing with children in a positive manner.

D. Evidence of usefulness

Evaluation of the district counseling project showed that in one year the following changes occurred:

1. 57.2% of the teachers in the program stated that disruptive behavior in the classroom had decreased.

2. 43.8% of the project students had improved their behavior.

3. A 17.6% decrease in the number of students removed from the classroom for disruptive behavior occurred after the first semester.

4. Among students interviewed, 73.2% indicated that the project helped them to get along better with their teachers, 77.3% indicated that the project helped them get along better with their peers, and 62.9% indicated that the project had helped them get along better with their parents.

5. In one project school, there was a 74.2% decrease in the number of incidents of student referrals to the principal's office between semesters.

6. Nineteen parent study groups were established involving nearly 200 parents during the 1974-75 year. A critical incident test administered to twelve parents on a pre-test, post-test basis indicated that 83.3% of the parents showed a positive change.

E. Critical factors:

1. What were most important factors in getting project started?

   Teachers must be shown that the Adlerian approach really confirms what they already know about student behavior. When teachers understand the applicability of Adlerian ideas to experiences they have had in classrooms, the program will be positively supported.

2. What are most important factors contributing to success?

   Family counseling follow-up occurs necessarily in afternoons and evenings. Counselors must be willing to work these hours. It is vital to be responsive to requests for family help whenever the help is requested.

3. What obstacles, problems, pitfalls did you encounter?

   No significant problems were encountered.

F. How funded?

The program was funded by the state justice commission.

5. Police, School, Juvenile Court, Social Worker Team Provides Coordinated Counseling Services (Urban District)

I. SPECIFICATIONS

Type of Project:

- ___ Security System
- _x_ Counseling Service
- ___ Curricular/Instructional Program
- ___ Organizational Modification
- ___ Other:

Level of Activity:

- ___ Classroom
- ___ Building
- _x_ District

Grade(s) Involved:

___	K	___	5	_x_	10
___	1	___	6	_x_	11
___	2	___	7	_x_	12
___	3	___	8	___	Other:
___	4	_x_	9		

Size of School District:

- ___ 1-1,000
- ___ 1,000-10,000
- _x_ 10,000-25,000
- ___ 25,000-100,000
- ___ 100,000+

Number of Students Involved:

- ___ Less than 40
- ___ 40-100
- _x_ 100-500
- ___ 500-1,000
- ___ 1,000-5,000
- ___ More than 5,000

Stage of Development:

- ___ Idea/Planning
- _x_ In Operation
  - ___ less than 1 year
  - _3_ year(s)
- ___ Discontinued after
  - ___ year(s)

Type of Community:

- _70_ % Urban
- _15_ % Suburban
- _15_ % Rural

SocioEconomic Status:

- _30_ % High
- _40_ % Middle
- _30_ % Low

Target Audience:

- ___ Total student body
- _x_ Disruptive students

SocioEconomic Status:

- ___ % High
- _20_ % Middle
- _80_ % Low

Start-Up Time Required: (assuming funds available and approved)

- ___ Less than 1 month
- ___ Less than 3 months
- _x_ Less than 6 months
- ___ Less than 1 year
- ___ More than 1 year

What is Required in Terms Of:

Staff (numbers):

- _1_ Counselor(s)
- ___ Teacher(s)
- ___ Administrator(s)
- ___ Community Worker(s)
- ___ Aide(s)
- _x_ Other:
  - 1 Police Officer
  - 1 Juvenile Court Counselor
  - 1 Children's Services Caseworker

Facilities/Ingredients beyond the traditional resources:

II. RATIONALE - METHODOLOGY - EFFECTIVENESS

A. Purpose and background

The purpose of this youth services team, active for the past three years in the high schools of a largely urban northwestern school district, was to provide coordinated services in counseling among school counselors, local police, juvenile court counselors, and children's services workers for high school youth who were under court supervision for juvenile delinquency or were potential juvenile delinquents.

B. Strategy employed

The four public institutions involved in counseling delinquent youth each pursue their own mandated mission with personnel primarily responsible to their own agency; but they share information about common clients, and meet once a week as a group to discuss clients and determine strategies for their clients.

The youth services team consists of one school counselor, one police officer whose main responsibility is counseling, one juvenile court counselor with combined duties of probation supervision and home visitation to children's parents, and one children's services worker who counsels delinquent children and their parents.

There are presently three youth services teams in the district, placed in three separate high schools. (A fourth team will be placed in the fourth high school of the district this year.) Each high school has provided an office where members of the team can meet jointly for group meetings or meet students who are their clients. The police officer has a separate office in the high school; the juvenile court officer and the children's services worker meet students in their respective agency offices as well as the high school.

The three youth services teams service approximately 500 students a year who are in need of counseling. Approximately 250 of these students are noncourt-related cases, i.e., in pre-delinquent behavior patterns characterized by some physical crisis or by emotional distress, such as a family situation. They may be self-referred or referred by teachers or principals. Nondelinquent cases are generally handled by the school counselor, the children's services caseworker, or occasionally by the police counselor.

Counseling is reality-oriented; therapeutic approaches are not used by the youth services team. Severe emotional needs are referred to community psychological services. The four-person team tries to provide

the kind of support that will allow students to seek advice on personal and family matters so that they can continue to function effectively at home and in school. All four members of the team make home visits to parents. In team meetings once a week it is decided how to share a particular case, with one team member making a home visit and another seeing the student in school. This cooperation is seen as the vital element of the team's effectiveness in reducing recidivism in juvenile delinquents and preventing delinquency.

Because of the team's involvement in the school on a daily basis, the student is observed in all kinds of situations rather than only in a crisis, thus enhancing the effectiveness of client-counselor relationships. Clients feel that there is a multi-person effort to care for their needs.

Supervisors of the four agencies (school, court, police, and children's services) meet once a month to discuss the coordinated efforts. Whereas formerly there was a noncooperative overlap in services and much misunderstanding, now all perceive an increased efficiency and effectiveness in these youth services.

C. Description of daily activities

The weekly activities of the individual members of the youth services team are as follows, based on a 40-hour week:

1. Juvenile Court Officer

   12 hours - court-related clients
   12 hours - noncourt-related clients
    3 hours - consultation with parents
    3 hours - team meetings
    3 hours - meetings with agency supervisors
    3 hours - crisis counseling (unexpected drop-ins of clients in trouble)
    2 hours - intake interviews
    2 hours - office work

2. Police Counselor

   16 hours - counseling
    6 hours - supervision of school functions (dances, athletics)
    5 hours - teaching criminal law class in school
    3 hours - patrolling
    3 hours - criminal investigation
    3 hours - team meetings
    2 hours - meeting with supervisors
    2 hours - meeting with teachers in school

3. School Counselor

10 hours - counseling on regular schedule
5 hours - crisis counseling
4 hours - home visitation to parents
3 hours - team meeting
3 hours - meeting with teachers in school
3 hours - group counseling with students
3 hours - career guidance for general high school population
2 hours - parent conferences in school
2 hours - regular school duties (hallway, exit duties)
2 hours - correspondence and record keeping
2 hours - supervisory meetings with head of counseling
1 hour - neighborhood youth corps meeting

4. Children's Services Caseworker

10 hours - court-related case counseling
10 hours - noncourt-related case counseling
5 hours - crisis counseling
4 hours - parent visitations
3 hours - team meetings
3 hours - teacher consultations
3 hours - record-keeping
2 hours - meeting with supervisors

In addition to these regular weekly activities, the youth services team meets 20-30 hours a year in mutual inservice activities. These inservice activities may occur at any of the agency offices involved and include: (a) presentations by community resource people to keep the youth services teams aware of other support agencies and youth community problems; (b) workshops led by mental-health experts (therapists and others); (c) problem-solving meetings where long-range action plans are set up by the youth services team; and (d) awareness-encounter weekends led by sensitivity-training specialists.

D. Evidence of usefulness

Since only one-tenth of the work performed by the youth services team is defined in performance terms, a true or complete evaluation of the usefulness of the concept is not possible.

However, an evaluation of the program in such measurable and defined project goals as reduction and prevention of runaways, burglary and theft, and beyond-parental-control petitions indicates 66% to 100% rates of accomplishment in these specific objectives.

E. Critical factors

1. What were most important factors in getting project started?

   Undetermined.

2. What are most important factors contributing to success?

   Cooperation from building principal and teachers is a must. Continued cooperation between the different agencies is furthered by joint supervisors' meetings.

   The people responsible for setting up a youth services team model must first assess the type of needs that will be serviced. A cooperative model can include many services other than those offered in this program (e.g., vocational guidance, psychological services, etc.).

3. What obstacles, problems, pitfalls did you encounter?

   There were no significant problems.

F. How funded?

This project was funded until 1974 by L.E.A.A. funds, and is now funded separately by each participating agency.

Words of Wisdom From Your Peers

Many people impressed me with the things they discovered as they attempted to find their own solutions to the problem of school disruption. I offer a few that I collected, hoping that they will prove as valuable to you as they have been to me.

1. Any action taken that shows a concern for the well-being of students has the likelihood of reducing school disruptions.

2. Using a "first come, first served," or voluntary approach almost always improves the probability of a program's success. This is true whether one is referring to parents, teacher, social agency staff, or students. Required participation usually reduces the probability of success of a program.

3. The following principles should be used in developing a work-study program: (a) pay students a decent wage for work done; (b) have as much adult contact in work situation as possible (never use large youth work crews); and (c) be sure that the students perceive the work as real and productive.

4. If care is taken in reintroducing to classes a student who has been removed for being disruptive, further problems can be greatly reduced. The teacher is the individual who needs most of the counseling in this type of situation.

5. Students only remain in the system a few years. Any program that involves students must be recreated every two to three years so that new students understand its purposes and have the opportunity to

customize it to their particular personal needs. This is true to a lesser extent for adults.

6. What works today may cease to be effective tommorrow. New ideas are continually needed to get disorder down and keep it there.

7. Engendering and maintaining community interest and involvement is extremely difficult, but it is one of the most effective and inexpensive actions that can be taken to reduce school disruption. One "Johnny, I'm going to see your mother!" from another parent in the lunch room has a stronger impact than most campaigns.

8. In-house suspension and time-out rooms are generally more effective if specific procedures are clearly understood by all. These procedures seem to make the room less threatening although it still remains an unpleasant environment.

Outlining a Plan of Action

The variety of ways to get started is limitless. Some programs have begun with the establishment of a group of assigned students or parents who have expressed some concern about school disruption. A few have started as a response to opportunities for funding for such programs, a few as a result of discussions among acquaintances from various agencies. Other programs have been mandated by the administration or have come into being simply as extracurricular activities.

Educators generally have well-developed skills in getting a new effort going; this brief outline contains just a few suggestions to

help you get started.

First, organize yourself.

1. Develop a simple statement of what you would like to see happen.
2. Try to determine who cares enough to help you get started.
   - principal
   - teachers
   - students
   - parents
   - police and social services.
3. Review a calendar to get a realistic look at what can be done when.
4. Set up a time line for yourself.
   a. Who to see, by when, and for what information.
      - materials
      - funding
      - cooperation
      - verbal support (the higher the level of support, the better the chance of success)
      - ideas
   b. When and how to form core group.

Once a group is established, do the following:

1. State the problem to be addressed.
   a. Start small. Choose a problem that has a chance of being resolved. It is much easier to build on early success.

b. Take care with how you communicate. Words are not as important as the tone. Hard/soft, friendly/tough, help you/cure you--each has its place. Take care in selecting the appropriate mode.

2. Consider alternatives for addressing the problem.
   a. Establish search teams if necessary.
   b. Don't spend too long getting started.
   c. Allow yourself the flexibility to modify your approach as you go along and have everyone expecting modifications. Adapting a program to changing circumstances is a sign of strength, not of weakness.
3. Establish a time schedule for all activities.
   a. Assign an individual to be responsible for accomplishing each activity. It is disappointing to fall behind schedule; it is far worse not even to know that you have done so.
   b. Involve as many people as you can--anyone who is interested and everyone whom you can interest. The more people productively involved, given that they want to be involved, the better the chances are that the program will succeed. Don't underestimate the value of student involvement. Given the right lead, they can carry the show.
4. Keep a low public profile, generally speaking. This is not always true, however. You must weigh the consequences. When speaking about your efforts, take about results, not philosophies.

a. Statements that work to your advantage.

- "Ten teachers are working with us."
- "Students are helping get the data needed."
- "A workshop for staff will be held next month."
- "The sheriff said he already has to make fewer stops at the school."

b. Statements that work to your disadvantage.

- "The program gets at the heart of the problem--the parents."
- "School violence is the major problem in our school."
- "The students still haven't come around to the way we see things."

5. No matter how difficult it is, produce a brief document each year of your accomplishments. This will be invaluable and will remind you of how far you have progressed.

Summary

It is not expected that this document will solve your school's disruptions. It is hoped, however, that it will encourage you to work toward some solutions as you review the successful attempts of others. Those who do not wish even to try to reduce school disruptions can develop a convincing case for the futility of trying. As a counselor you can always say, "That's the administration's job--I can't do anything." The fact is that you can. Probably the most important factor in improving the school environment is the trying itself--real concern expressed in concrete action. That investment of energy on any aspect of existing problems can

result in across-the-board improvement.

No individual in the school is in a better position to influence the approaches taken to resolve school disruption than the counselors. The most sophisticated example presented in this document was designed and implemented by a counselor. A counselor sees the problems and knows the kids, the parents, the administrators, the teachers, and the institutions that contribute to the problems.

Places to Contact

The following sources should be extremely helpful to those who wish to explore the issue of school disruption in depth. This will be particularly true if you can make arrangements to attend conferences or training sessions. These agencies should be up to date on publications and funding sources. Letters are a very poor means of getting information, as they are often left unanswered. My general recommendation is to list specific questions you want answered, make phone calls until you reach someone knowledgeable, and get specific references in terms of names, telephone numbers, articles, places to visit, and the like. Be careful--some of your resource people tend to look at and talk about the big picture. It sounds good, but you end up with nothing that is really helpful. Use any local contacts you have. Local people not only can help you locate information, they also can be of significant assistance in getting a program started.

ASSOCIATIONS

Most Active (politically, publications, and/or programs)

American Federation of Teachers
Continental Bldg.
1012 14th St. NW
Washington, DC 20005 (202) 737-6141

Council of the Great City Schools
1707 H Street NW
Washington, DC 20006 (202) 298-8707

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091 (703) 860-0200

National Association of School Security Directors
1320 SW 4th Street
Ft. Lauderdale, FL 33312 (305) 765-6201

National Education Association
1201 16th Street NW
Washington, DC 20036 (202) 833-4000

National School Public Relations Association
1801 N. Moore Street
Arlington, VA 22209 (703) 528-5840

Others Concerned

American Association of School Administrators
1801 N. Moore St.
Arlington, VA 22209 (703) 528-0700

American Bar Association
1155 East 60th Street
Chicago, IL 60637 (312) 493-0533

Education Commission of the States
300 Lincoln Tower Bldg.
1860 Lincoln Street
Denver, CO 80203 (303) 893-5200

National Committee for Citizens in Education
Suite 410
Wilde Lake Village Green
Columbia, MD 21044 (301) 997-9300

National Organization on Legal Problems of Education
825 Western Avenue
Topeka, KS 66606 (913) 357- 7242

National School Boards Association
State National Bank Plaza
Evanston, IL 60201 (312) 869-7730

AGENCIES

Office of Juvenile Justice and Delinquency Prevention
633 Indiana Ave. NW
Washington, DC 20531 (202) 376 3604

Teacher Corps
400 Maryland Avenue SW
Washington, DC 20202 (202) 245-8292

Alcohol and Drug Education Program
Bureau of Elementary and Secondary Education
Office of Education
400 Maryland Avenue SW
Washington, DC 20202 (202) 245-7292

CONGRESS

Senate Subcommittee on Juvenile Delinquency
Room A504
Immigration Bldg.
Washington, DC 20510

Senate Committee on Human Resources
4230 Dirksen Senate Office Bldg.
Washington, DC 20510

House Subcommittee on Economic Opportunity
320 Cannon House Office Bldg.
Washington, DC 20515

JOURNALS

American School Board Journal
National School Boards Association
800 State National Bank Plaza
Evanston, IL 60201

Security World
Security World Publishing Co., Inc.
2639 S. LaCienega Blvd.
Los Angeles, CA 90034

Nation's Schools Report
McGraw-Hill Publishing Co.
1221 Sixth Avenue
New York, NY 10020

National Association of Secondary School Principals Bulletin
National Association of Secondary School Principals
1904 Association Dr.
Reston, VA 22091

Phi Delta Kappan
Phi Delta Kappa
Eighth Street and Union Avenue
Bloomington, IN 47401

A Few Good References

I have restricted myself to 20 references. There are thousands. An "*" is used to indicate a reference which contains an extensive bibliography. The references are grouped by topic, and the headings should help you locate references you desire. The source of the article can be as helpful as the publication itself. Most of the individuals and organizations listed have for years considered the issue of school disruption to be a priority.

Nature and Extent of the Problem

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Greenberg, B. School vandalism: A national dilemma. Menlo Park, CA: Stanford Research Institute, 1969. He was one of the first researchers to document the modern day problem. He has several more recent publications.

Kiernan, O. School violence and vandalism. Reston, VA: National Association of Secondary School Principals, 1975.

*McPartland, J. P., & McDill, E. L. (Eds.). Violence in the schools. Lexington, MA: Lexington Books, 1977. This is the educational labs' and centers' attempt to document the state of the art. Many associations and Federal agencies are represented.

National Committee for Citizens in Education. Violence in our schools. Columbia, MD: National Committee for Citizens in Education, 1975.

*Rubel, R. The unruly school: Disorders, disruptions, and crimes. Lexington, MA: D.C. Health and Co., 1977.

Safe schools study. NCES/NIE preliminary report on violence and vandalism. Washington, D.C.: U. S. Government Printing Office, 1977. This is one of the few pieces of recent survey research in the area.

*Tien, J. M., Reppetto, T. A., & Hanes, L. F. Elements of crime prevention through environmental design. Arlington, VA: Westinghouse Electric Corp., 1975.

U. S. Congress, Senate Committee on the Judiciary, Subcommittee to Investigate Juvenile Delinquency. School violence and vandalism: The nature, extent, and cost of violence and vandalism in our nation's schools. Hearings held April 16 and June 17, 1975. Washington, D. C.: U.S. Government Printing Office, 1976. ERIC Document Reproduction Number ED 125 067.

Techniques or Programs

*American Bar Association. Bibliography of law-related curriculum materials: Annotated. Chicago: Author, 1974.

Hudgens, H. C., Jr. School administrators and the courts: A review of recent decisions. Arlington, VA: Educational Research Service, Inc., 1975.

National School Public Relations Association. Violence and andalism: Current trends in school policies and programs. Arlington, VA: Education U.S.A. Special Report, 1975.

*Pritchard, R., & Wedra, V. (Eds.). A resource manual for reducing conflict and violence in California schools. Sacramento: California School Boards Association, 1975. ERIC Document Reproduction Service Number ED 108 334.

U. S. Congress, Senate Committee on the Judiciary, Subcommittee to Investigate Juvenile Delinquency. Challenge for the third century: Education in a safe environment. Final report on the nature and prevention of school violence and vandalism. Washington, D.C.: U. S. Government Printing Office, 1977. ERIC Document Reproduction Service Number ED 135 091.

U. S. Congress, Senate Committee on the Judiciary, Subcommittee to Investigate Juvenile Delinquency. School violence and vandalism: Models and strategies for change. Hearings held September 17, 1975. Washington, D.C.: U. S. Government Printing Office, 1976. ERIC Document Reproduction Service No. ED 125 068.

Violence in the schools: Some new solutions. American School Board Journal, January 1975, 162, 27-37.

Zeisel, J. Stopping school property damage. Design and administrative guidelines to reduce school vandalism. Arlington, VA: American Association of School Administrators and the Educational Facilities Laboratories, 1976.

General Interest

Children out of school in America. A Report by the Children's Defense Fund of the Washington Research Project, Inc. Cambridge, MA: Children's Defense Fund, 1974.

James, H. The little victims: How America treats its children. New York: David McKay, 1975.

Nowlis, H. Drugs Demystified. Paris: The UNESCO Press, 1975. Nowlis is the director of the USOE Alcohol and Drug Abuse Education Program. The content of this book has direct application to school disruption.

Wolfgang, M. Studies in delinquency:The culture of youth. Washington, D. C.: U.S. Government Printing Office, 1969.